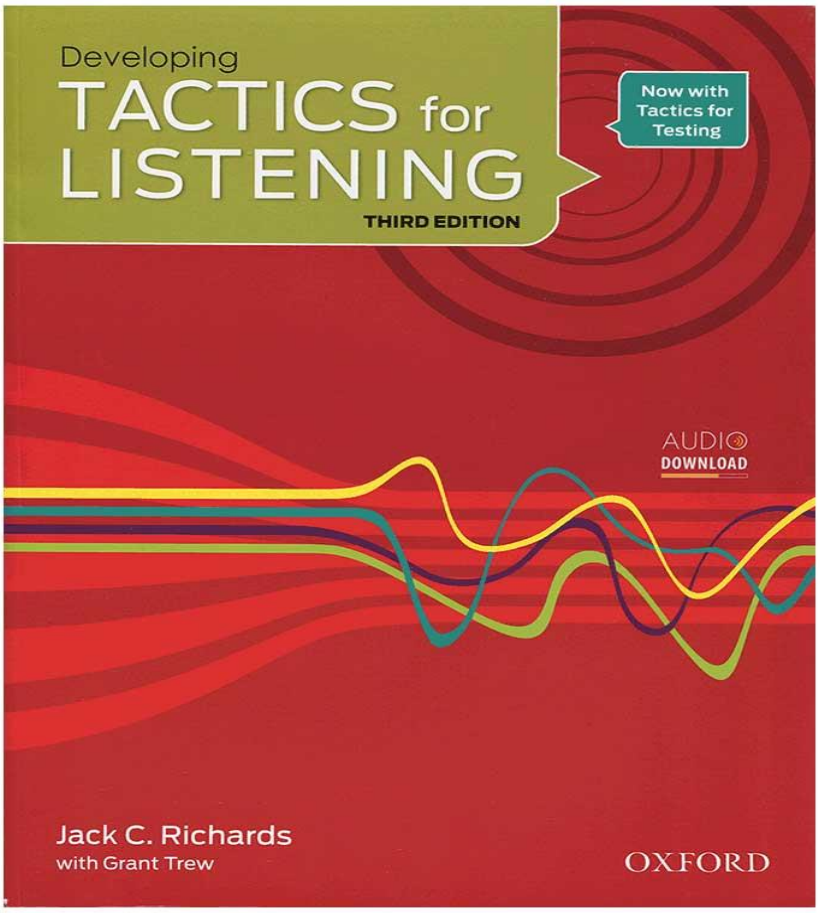

Tactics for Listening Developing

"Answer Key"

@ielts_immigration

www.IELTSimmigration.ir

Edited by
@ielts_immigration

Unit 1 The Weekend

page 2

Getting Ready

Vocabulary

go on a date
go to the gym
go to a movie
go to a night club
play computer games
play a sport
watch a DVD
watch TV

Answers

Answers will vary.

Listening 1

CD 1, Track 2

Vocabulary

bodybuilder
bodybuilding
competition
exhausted
good-looking
How come?
I'll bet!
muscles
nephews
You're kidding!

Skill: Listening for details

Answers

1. b **2.** b **3.** a
4. a **5.** b **6.** a

page 3

Listening 2

CD 1, Track 3

Vocabulary

awful
ask (someone) out
beach
boring
borrow
downtown
novel
science fiction
tired

Task 1

Skill: Listening for opinions

Answers

1. No **2.** No **3.** Yes
4. Yes **5.** No **6.** Yes

Task 2

Skill: Listening for details

Answers

1. c **2.** b **3.** c
4. b **5.** b **6.** c

Optional Activity

Ask the students to raise their right hand if they enjoyed their last weekend, and their left hand if they did not. Put the students in small groups with other students who either enjoyed or did not enjoy their weekend. Tell the students to explain why they liked or did not like their weekends. Have the groups share their reasons with the class.

page 4

Listening 3

CD 1, Track 4

Vocabulary

butterflies
closest friend
contest
forest trail
mall
nature walk
pleasant
pop music
supposed to be
tiring
pull out

Task 1

Skill: Listening for key words

Answers

1. c **2.** b **3.** a **4.** c

Task 2

Skill: Listening for details

Answers

1. False, True **2.** False, True
3. False, True **4.** True, False

Optional Activity

Write the following questions on the board:

1. *How many names were pulled out?*
2. *When were they close friends?*
3. *How did they get to the park?*
4. *What kind of party did he go to?*

Play the recording again, stopping after each monologue so the students can write answers to the questions on a piece of paper. Elicit the correct answers and write them on the board.

Answers

1. Three
2. In high school
3. They took a bus.
4. A friend's birthday party

page 5

Pronunciation

CD 1, Track 5

This pronunciation lesson focuses the ending sounds of past tense verbs (/t/, /d/, or /id/). The objective of this lesson is to help students differentiate between these sounds and improve listening comprehension skills.

Dictation

CD 1, Track 6

Task 1

Answers

1. stayed **2.** worked
3. visited a friend **4.** waited
5. invited me **6.** interesting people

Conversation

- Review the Dictation activity with the students. Write down important questions, e.g., *Is that all?*, and *What else?* on the board.
- Choose one student and ask *What did you do this weekend?* Write the student's response on the board. Use the questions *Is that all?*, and *What else?* to elicit additional weekend activities and write these on the board as well.
- Elicit additional weekend activities from the class and write them on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by @ielts_immigration

Unit 2: City Transportation

page 6

Getting Ready

Vocabulary

be in a hurry
not very often
taxi

Answers
Answers will vary.

Listening 1

CD 1, Track 7

Vocabulary

Are you free?	shuttle flight
fare	snack bar
ferry	subway
flight	ticket
Hop in!	

Skill: Listening for locations

Answers		
A. 2	**B.** 1	**C.** 4
D. 5	**E.** 6	**F.** 3

Optional Activity

Put the students in pairs. Assign one picture to each pair and tell the pairs to either recreate or make up the conversation depicted in their picture. When they are finished, tell them to practice it a couple of times. Then put all the pairs assigned to each picture together in groups. Have each pair role-play their conversation for the other pairs.

page 7

Listening 2

CD 1, Track 8

Vocabulary

as soon as you can	just me
catch a train	passenger
emergency	

Task 1

Skill: Listening for details

Answers	
1. False	**2.** False
3. True	**4.** False

Task 2

Skill: Listening for numbers

Answers		
1. b	**2.** b	**3.** a
4. a	**5.** False	**6.** True

Optional Activity

Put the students in pairs. One student is a passenger who is in a hurry to get somewhere. The other answers the phone at a cab company. Have each pair write a conversation similar to the ones in Listening 2. Have the pairs practice their conversation, then ask some volunteer pairs to perform their conversation for the whole class.

page 8

Listening 3

CD 1, Track 9

Vocabulary

air-conditioned	poor condition
carefully	rude
dangerously	seat belts
expensive	uncomfortable

Task 1

Skill: Listening for opinions

Answers	
1. Not good	**2.** Good
3. Okay	**4.** Okay

Task 2

Skill: Listening for details

Answers	
1. a	**2.** c
3. b	**4.** c

page 9

Pronunciation

CD , Track 10

In this pronunciation lesson, the focus is on the falling intonation used in *Wh*-questions. The objective of this lesson is to familiarize students with common intonation patterns in everyday speech and improve listening comprehension skills.

Dictation

CD 1, Track 11

Task 1

Answers	
1. to school	**2.** get to school
3. take it	**4.** does it cost

Conversation

- Review the Dictation activity with the students. Identify the questions in the Dictation and write them on the board.
- Elicit different modes of transportation and write them on the board.
- Elicit frequency adverbs, e.g. *always*, *sometimes*, *every day*, etc., and write them on the board.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by
@ielts_immigration

Unit 3 Neighbors

page 10

Getting Ready

Vocabulary

borrow (something)
gossip
neighbor
neighborhood
return (something)
say "Hello"

Answers
Answers will vary.

Listening 1

CD 1, Track 12

Vocabulary

considerate
cookout
fit in
incredible
invite
move in
spotless
turn up (the volume)
upset
upstairs
wave
work long hours

Skill: Listening for details

Answers		
1. b	**2.** b	**3.** a
4. a	**5.** a	**6.** b

page 11

Listening 2

CD 1, Track 13

Vocabulary

appreciate
anniversary
be off (of work)
by any chance
delivered
don't mind (doing something)
driveway
hammer
I can manage
mailbox

Task 1

Skill: Listening for gist

Answers
1. Offer
2. Request
3. Complaint
4. Offer
5. Request
6. Complaint

Task 2

Skill: Listening for details

Answers		
1. b	**2.** a	**3.** b
4. b	**5.** b	**6.** b

Optional Activity

Put students into pairs. Have each pair choose a conversation from Listening 2 to role-play. Tell the students that it isn't important to role-play the conversation word-for-word. Instead they should focus on making the same offer, complaint, or request they heard in the conversation. After students are finished, have each pair role-play their conversation for the class.

page 12

Listening 3

CD 1, Track 14

Vocabulary

arrogant
break in
can't stand (someone)
count on (someone)
day care
elderly
mind one's own business
nosy
not think much of (someone)
retired
watching out

Task 1

Skill: Listening for details

Answers	
1. False, True	**2.** False, False
3. False, True	**4.** False, True

Task 2

Skill: Listening for details

Answers	
1. a	**2.** b
3. b	**4.** b

page 13

Pronunciation

CD 1, Track 15

The focus of this pronunciation lesson is syllable stress in compound nouns. The objective of this lesson is to help students hear compound nouns as a single thought group and improve listening comprehension.

Dictation

CD 1, Track 16

Answers
1. tree branches
2. prize possession
3. repair shop
4. seems reasonable

Conversation

- Put the exercise into context by sharing a disagreement you have had with a neighbor.
- Draw two columns on the board, one for "problem" and one for "solution". Write your problem and solution under the appropriate columns.
- Elicit other problems and solutions from students and write them on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by
@ielts_immigration

Unit 4 Celebrations

page 14

Getting Ready

Vocabulary

barbecue	guest
birthday party	host
buffet	potluck dinner
candles	snack
grill	surprise party

Answers		
1. b	**2.** d	**3.** e
4. f	**5.** c	**6.** a

Listening 1

CD 1, Track 17

Vocabulary

anniversary	grill some steaks
blow out (v)	turn (20)
bring	

Skill: Listening for main idea

Answers		
1. a	**2.** a	**3.** b
4. a	**5.** b	**6.** a

page 15

Listening 2

CD 1, Track 18

Vocabulary

chocolate	in a while
cute	make (something) yourself
delicious	painted
hold	play (musical instrument)

Task 1

Skill: Listening for gist

Answers		
A. 4	**B.** 6	**C.** 1
D. 5	**E.** 3	**F.** 2

Task 2

Skill: Listening for details

Answers		
1. a	**2.** b	**3.** a
4. c	**5.** c	**6.** a

Optional Activity

Have the students listen to the recording again, this time to write a question of their own about each conversation. Do the first one with the students as an example. Write the following possible questions on the board: *Who made the cake? Does the guest like it? What kind of cake is it?*

Play the recording again, stopping after each conversation so the students can write down their question. Then put the students in small groups and have them ask one another their questions.

page 16

Listening 3

CD 1, Track 19

Vocabulary

got to know (someone)	junk food
guitar	memorize
home movie	

Task 1

Skill: Listening for key words

Answers	
1. b	**2.** a
3. b	**4.** b

Task 2

Skill: Listening for details

Answers	
1. d	**2.** b
3. a	**4.** c

Optional Activity

Put the students into pairs. Have them talk about the best and the worst thing they have ever done at a party. Go around the room, helping with vocabulary as needed, and encourage students to ask each other follow-up questions. When students are finished, ask individual students to tell the class about anything interesting or unusual their partner told them.

page 17

Pronunciation

CD 1, Track 20

The focus of this pronunciation lesson is the reduction of *do you* in wh- questions. The objective of this lesson is to increase students' awareness of this common reduction in everyday speech and improve their listening comprehension skills.

Dictation

CD 1, Track 21

Task 1

Answers
1. What do you
2. When do you
3. want to have
4. who do you

Conversation

- Set the context for the activity by asking the class what kind of parties they have planned in the past. Write student responses on the board.
- Choose a type of party from the student responses on the board. Elicit what needs to be planned. Rephrase student responses in the form of a question. For example, if a student says they need to plan the food, write *What kind of food will you have?*
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by @ielts_immigration

Unit 5 Restaurants

page 18

Getting Ready

Vocabulary

Chinese (food)
fast food
French (food)
Japanese (food)
Korean (food)
Mexican (food)
Thai

Answers

Answers will vary.

Listening 1

CD 1, Track 22

Vocabulary

be sick of (something)
eat out
feel like (eating something)
for a change
junk food
starving
stay home
vegetarian
your treat
What's the occasion?

Skill: Listening for locations

Answers

1. b **2.** b
3. a **4.** b
5. a **6.** a
7. b **8.** a

page 19

Listening 2

CD 1, Track 23

Vocabulary

asparagus
baked potato
cheeseburger
chef
flavor
fries
heat (v.)
hot sauce
hurry
make sure
milk shake
salt
vanilla

Task 1

Skill: Listening for details

Answers

1. b **2.** a **3.** a
4. b **5.** a **6.** b

Task 2

Skill: Listening for details

Answers

1. False **2.** True **3.** False
4. True **5.** True **6.** False

Optional Activity

Put the students into pairs to practice giving and taking orders using the pictures from the exercise. Tell the students playing customers to order an item pictured, make a special request, and give a reason for the request. Encourage the students to think of original or creative requests. When everyone is finished, ask for volunteers to repeat one of their conversations for the class.

page 20

Listening 3

CD 1, Track 24

Vocabulary

convenient
credit card
décor
deserved
downtown
leave a tip
lighting
polite
server
simple
the only trouble
wait on (someone)

Task 1

Skill: Listening for opinions

Answers

1. Good: the menu, the prices
Not good: the location, the interior, the service
2. Good: the location, the interior, the menu, the food
Not good: the prices
3. Good: the interior, the menu, the food, the prices
Not good: the location
4. Good: the location, the food, the prices
Not good: the interior, the menu

Task 2

Skill: Listening for opinions

Answers

1. no **2.** yes
3. yes **4.** yes

page 21

Pronunciation

CD 1, Track 25

The focus of this pronunciation lesson is the reduction of *want to*. The objective of this lesson is to increase students' awareness of this common reduction in everyday speech and improve their listening comprehension skills.

Dictation

CD 1, Track 26

Task 1

Answers

1. want to do
2. want to go
3. Italian place
4. want to have

Conversation

- Review the Dictation activity with the students. Identify the questions in the Dictation and write them on the board.
- Elicit different responses to each question and write them on the board.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by
@ielts_immigration

Unit 6 Gifts

page 22

Getting Ready

Vocabulary

birthdays	Mother's day
graduation	weddings

Answers

Answers will vary.

Listening 1

CD 1, Track 27

Vocabulary

bracelet	sound expensive
I wonder if…	special
jewelry	think of (doing something)
present	teapot
pick (something) out	

Skill: Listening for topic

Answers

A. 3 **B.** 5 **C.** 2
D. 6 **E.** 4 **F.** 1

page 23

Listening 2

CD 1, Track 28

Vocabulary

go with (something)	shirt
glasses	The price is right
	necklace

Task 1

Skill: Listening for details

Answers

1. the style: good, the color: good, the size: okay
2. the style: okay, the color: good, the size: not good
3. the style: good, the color: not good, the size: okay
4. the style: not good, the color: okay, the size: good

Task 2

Skill: Listening for details

Answers

1. yes **2.** no
3. no **4.** yes

Optional Activity

Put the students into small groups. Tell them to think of something they recently went shopping for. Tell them they can choose something they either bought or decided not to buy. Have each student describe the item using the three points that were used in Task 1. When the group is finished, have the members decide which item they might like to buy and which one they will probably not buy.

page 24

Listening 3

CD 1, Track 29

Vocabulary

allergic to (something)	natural ingredients
convenient	organic
housewarming party	souvenir
imported	wrapped
local	

Task 1

Skill: Listening for details

Answers

1. c **2.** b
3. a **4.** c

Task 2

Skill: Listening for details

Answers

1. b **2.** a
3. d **4.** c

page 25

Pronunciation

CD 1, Track 30

This pronunciation lesson focuses syllable stress in names. The objective of this lesson is to familiarize students with common stress patterns in everyday speech and improve listening comprehension skills.

Answers

1. It's Brian's birthday next week.
2. What are you getting for Rose?
3. I'm buying a pen for Christopher.
4. Let's get Hannah some flowers.

Dictation

CD 1, Track 31

Task 1

Answers

1. Heather **2.** Allison
3. Michael **4.** Jonathan
5. Lisa **6.** Kevin

Conversation

- Set the context by talking about a time that you had to buy a gift for someone.
- Describe something that you thought about buying but decided wasn't the right gift.
- Describe what you did choose to buy and write the reason you bought it on the board, e.g., *great style*, *really useful*, etc.
- Elicit similar experiences from students and write their reasons on the board.
- Have students complete the activity in pairs. They may use the sample language on the board for support.

Edited by @ielts_immigration

Unit 7 Air Travel

page 26

Getting Ready

Vocabulary

aisle seat
customs form
headphones
overhead compartment
safety instruction card
seat belt
window seat

Answers	
1. H	**2.** G
3. D	**4.** E
5. C	**6.** B
7. F	**8.** A

Listening 1

CD 1, Track 32

Vocabulary

bumpy
collect
fasten
fill out
Put your seat forward.

Skill: Listening for gist

Answers		
A. 3	**B.** 6	**C.** 5
D. 1	**E.** 4	**F.** 2

page 27

Listening 2

CD 1, Track 33

Vocabulary

business class
change my seat
clear
economy class
far away
seat number
seat pocket
working properly

Task 1

Skill: Listening for details

Answers	
1. c	**2.** b
3. b	**4.** b

Task 2

Skill: Listening for details

Answers	
1. later	**2.** now
3. now	**4.** now

page 28

Listening 3

CD 1, Track 34

Vocabulary

check in
crowded
dry
facilities
fantastic
horrible
immigration
on time
smooth
tasteless
weather report

Task 1

Skill: Listening for opinions

Answers
1. Good: the service, Okay: the flight, Not good: the airport and the food
2. Good: the airport and the flight, Okay: the food, Not good: the service
3. Good: the flight and the food, Okay: the airport, Not good: the service
4. Good: the food and the service, Okay: the airport, Not good: the flight

Task 2

Skill: Listening for details

Answers			
1. d	**2.** a	**3.** c	**4.** b

Optional Activity

Tell each student to think of the last airplane trip he or she took. On a scrap of paper, each student should write *the airport*, *the flight*, *the food*, and *the service* and then mark whether each was *good*, *okay*, or *not good*. Then have students write down some key details about the trip. Put the class into small groups. Have each student tell the group about his or her trip, using the notes, while the other students listen and ask follow-up questions.

page 29

Pronunciation

CD 1, Track 35

The focus of this pronunciation lesson is the reduction *would you* and *could you* in everyday speech. The objective of this lesson is to make students aware of this common pronunciation, thereby improving their listening comprehension skills.

Dictation

CD 1, Track 36

Task 1

Answers
1. could you put
2. There you go
3. Could you
4. would you put

Conversation

- Elicit different request you could make of the flight attendant during a flight. Write student responses on the board. Make sure to phrase student responses as polite questions using *Could you* and *Would you*.
- Elicit appropriate responses to each question on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by
@ielts_immigration

Unit 8 Mishaps

page 30

Getting Ready

Vocabulary

apologize
break
clogged
dry cleaner
get locked out
get lost
locksmith
plumber
puddle
reschedule
spill (something)
tow truck

Answers

1. g **2.** f
3. d **4.** e
5. h **6.** c
7. a **8.** b

Listening 1

CD 1, Track 37

Vocabulary

catch the next one
dishwasher
dripping
flat tire
flooded
leave the water running
manager
trip

Skill: Listening for gist

Answers

A. 5 **B.** 4 **C.** 1
D. 3 **E.** 2 **F.** 6

Optional Activity

Put the students in pairs and ask each pair to role-play one of the situations depicted in the pictures. When the students are finished, have them switch roles.

page 31

Listening 2

CD 1, Track 38

Vocabulary

deserted
look (something) up
ruined
solution
make sense
offend
offer
tray
tricky
unfortunately

Task 1

Skill: Listening for details

Answers

1. b **2.** a **3.** a
4. b **5.** a **6.** b

Task 2

Skill: Listening for details

Answers

1. False **2.** False **3.** True
4. False **5.** True **6.** True

page 32

Listening 3

CD 1, Track 39

Vocabulary

catch the bus
checkout counter
dry out
emergency number
horrified
soaked

Task 1

Skill: Listening for details

Answers

1. Mishap: dropped her cell phone
When: this morning
Solution: dry it out
Did it work? No
2. Mishap: lost his keys
When: last night
Solution: call the manager
Did it work? Yes
3. Mishap: spilled coffee
When: this morning
Solution: soda
Did it work? Yes
4. Mishap: got ink on his shirt
When: yesterday
Solution: pour soda on it
Did it work? No

Task 2

Skill: Listening for details

Answers

1. b **2.** a
3. d **4.** c

page 33

Pronunciation

CD 1, Track 40

The focus of this pronunciation lesson is the reduction *did you* in everyday speech. The objective of this lesson is to make students aware of this common pronunciation, thereby improving their listening comprehension skills.

Dictation

CD 1, Track 41

Task 1

Answers

1. mishap yesterday
2. Did you break
3. Did you spill
4. the stain

Conversation

- Set the context for the activity by describing a mishap that you have recently had. Describe the solutions you tried and tell whether they worked or not.
- Elicit other mishaps from students and write them on the board. Elicit possible solutions for each mishap.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by
@ielts_immigration

Unit 9 Jobs

page 34

Getting Ready

Vocabulary

colleagues	security
commuting	vacations
salary	working hours

Answers

Answers will vary.

Listening 1

CD 2, Track 2

Vocabulary

architect	flight attendant
auto shop	hairdresser
boss	mechanical
design (v.)	

Skill: Listening for gist

Answers

A. 3	**B.** 1	**C.** 5
D. 6	**E.** 2	**F.** 4

Optional Activity

Put students into small groups. Tell them they are going to play a guessing game. One student will choose one of the jobs depicted in the pictures. The other students will ask Yes/No questions until they guess the job the student is thinking of.

page 35

Listening 2

CD 2, Track 3

Vocabulary

actually	drive
answer the phone	manager
bags	newspaper
carry	reporter
cash register	TV producer

Task 1

Skill: Listening for key words

Answers

1. a	**2.** b	**3.** b
4. b	**5.** a	**6.** a

Task 2

Skill: Listening for details

Answers

1. a	**2.** b	**3.** a
4. c	**5.** b	**6.** b

page 36

Listening 3

CD 2, Track 4

Vocabulary

assistant	invite
call	meetings
change jobs	plenty
client	quiet
go pretty well	take a break

Task 1

Skill: Listening for details

Answers

1. b	**2.** c
3. b	**4.** a

Task 2

Skill: Listening for opinions

Answers

1. c	**2.** a
3. d	**4.** b

Optional Activity

Write the following questions on the board:

1. How long has he been working at the company?
2. In total, how many people work at the design company?
3. When did he buy the restaurant?
4. Why does she think the money is good?

Play the recording again, stopping after each announcement so students can write the answers to the questions on a piece of paper. Elicit the correct answers and write them on the board.

Answers

1. Nearly 15 years
2. 3 people
3. 10 years ago
4. All her expenses are paid.

page 37

Pronunciation

CD 2, Track 5

The focus of this pronunciation lesson is rising intonation in yes/no questions. The objective of this lesson is to make students aware of this common pronunciation, thereby improving their listening comprehension skills.

Dictation

CD 2, Track 6

Task 1

Answers

1. you do	**2.** fly overseas
3. How about you	**4.** the weekends

Conversation

- Write *Good jobs* and *Bad jobs* on the board. Elicit jobs students think are good or bad and write them under the appropriate category.
- Ask students why they think each job is good or bad. Write key words from the students' responses on the board.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by
@ielts_immigration

Unit 10 Keeping Fit

page 38

Getting Ready

Vocabulary

diet
get some exercise
health club
jogging
lift weights
pool
put on weight
sit-ups
take up

Answers		
1. c	**2.** a	**3.** d
4. b	**5.** e	

Listening 1

CD 2, Track 7

Vocabulary

can't stand
fat
get in shape
give up
New Year's resolution

Skill: Listening for topics

Answers		
1. a	**2.** b	**3.** a
4. b	**5.** a	**6.** b

Optional Activity

Put the students in groups of four or five. Have them write a list of fitness goals. Have them switch goals with another group and write suggestions for the other group's goals. Then have students return their papers and see what their classmates suggested.

page 39

Listening 2

CD 2, Track 8

Vocabulary

aerobics
at home
beach
club fee
courts
equipment
go out
lessons
ride
traffic

Task 1

Skill: Listening for details

Answers		
1. b	**2.** a	**3.** b
4. b	**5.** a	**6.** b

Task 2

Skill: Listening for reasons

Answers		
1. b	**2.** a	**3.** a
4. b	**5.** a	**6.** b

page 40

Listening 3

CD 2, Track 9

Vocabulary

be into (something)
bicycling
dangerous
golf
indoors
make (my knees) hurt
operation
track
weightlifting

Task 1

Skill: Listening for details

Answers	
1. a: doesn't do b: doesn't do c: doesn't do	**2.** a: does b: doesn't do c: doesn't do
3. a: does b: does c: doesn't do	**4.** a: does b: does c: does

Task 2

Skill: Listening for details

Answers	
1. b	**2.** d
3. a	**4.** c

Optional Activity

Put the students in groups of three. Play the recording again, and have the groups decide which speaker exercises the most, second most, third most and least. Have each group write their rankings on the board, and then ask each group to give reasons for their choices.

page 41

Pronunciation

CD 2, Track 10

The focus of this pronunciation lesson is the reduction *use to* and *used to* in everyday speech. The objective of this lesson is to make students aware of this common pronunciation, thereby improving their listening comprehension skills.

Dictation

CD 2, Track 11

Task 1

Answers	
1. use to	**2.** hate running
3. used to lift	**4.** use to exercise

Conversation

- Set the context for the activity by describing something you do now but didn't use to do.
- Elicit other examples from students and write them on the board. Model the activity using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by
@ielts_immigration

Unit 11 Invitations

page 42

Getting Ready

Vocabulary

accept
I'd love to.
invitation
Maybe some other time.
plans
refuse
sounds great

Answers	
1. Refuse	**2.** Accept
3. Accept	**4.** Refuse
5. Refuse	**6.** Accept
7. Refuse	

Listening 1

CD 2, Track 12

Vocabulary

come over
instead
my place
playing
rent

Answers		
1. b	**2.** a	**3.** a
4. b	**5.** a	**6.** a

page 43

Listening 2

CD 2, Track 13

Vocabulary

actually
be free
be out
stay home

Task 1

Skill: Listening for details

Answers		
1. b	**2.** a	**3.** b
4. b	**5.** a	**6.** a

Task 2

Skill: Listening for details

Answers		
1. True	**2.** False	**3.** False
4. False	**5.** True	**6.** False

Optional Activity

Have each student write four invitations. Then put students in pairs and have them take turns giving and receiving invitations. Students should receive two invitations and decline two. For acceptances, students must suggest a second activity. For refusals, students should apologize and give an excuse.

page 44

Listening 3

CD 2, Track 14

Vocabulary

afterward
bowling
bunch (of flowers)
soprano

Task 1

Skill: Listening for details

Answers
1. False, True, False, False
2. True, True, False, False
3. False, False, False, True
4. False, True, False, True

Task 2

Skill: Listening for details

Answers	
1. a	**2.** b
3. b	**4.** a

Optional Activity

Write these questions on the board:

1. Where will everyone meet?
2. Where is the Japanese restaurant?
3. When will Aunt Betty call back?
4. Where will everyone meet?

Play the recording again, stopping after each announcement so the students can write the answers to the questions on a piece of paper. Elicit the correct answers and write them on the board.

Answers
1. At David's place
2. In the mall
3. Tonight
4. At the Holiday Bowling Lanes

page 45

Pronunciation

CD 2, Track 15

The focus of this pronunciation lesson is the reduction *Do you* and *Are you* in everyday speech. The objective of this lesson is to make students aware of this common pronunciation, thereby improving their listening comprehension skills.

Dictation

CD 2, Track 16

Task 1

Answers
1. Are you free
2. Do you like
3. Do you want
4. tickets for Friday

Conversation

- Write *Invitations*, *Accept* and *Refuse* on the board. Elicit invitations and phases to accept or refuse them from the students and write them under the appropriate category.
- Model offering an invitation and accepting it for the students. Elicit follow up questions to the invitation, e.g., when and where to meet, etc. Write student responses on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by
@ielts_immigration

Unit 12 Campus Life

page 46

Getting Ready

Vocabulary

cafeteria
campus bookstore
classroom
gym
professor's office

Answers		
1. e	**2.** d	**3.** a
4. f	**5.** b	**6.** c

Listening 1

CD 2, Track 17

Vocabulary

appointment
Be right back.
check (a book) out
crowded
essay
front row
grade
logo
lockers
neat
scan
stationery
student ID

Skill: Listening for gist

Answers		
1. b	**2.** a	**3.** b
4. b	**5.** b	**6.** c

page 47

Listening 2

CD 2, Track 18

Vocabulary

art history
biology
cell
chemistry
discussion group
draft (of a paper)
experiment
genetics
lab
not crazy about (something)
semester
state-of-the-art

Task 1

Skill: Listening for gist

Answers		
A. 5	**B.** 3	**C.** 1
D. 6	**E.** 2	**F.** 4

Task 2

Skill: Listening for details

Answers		
1. False	**2.** True	**3.** False
4. True	**5.** False	**6.** False

page 48

Listening 3

CD 2, Track 19

Vocabulary

attractive
boring
campus
competitive
lectures
modern
schedule
sleeping in
overcrowded
unfriendly

Task 1

Skill: Listening for opinions

Answers

1. campus: positive
teachers: negative
schedule: negative
students: positive
2. campus: negative
gym: positive
teachers: positive
schedule: positive
3. classes: negative
students: negative
clubs: positive
campus: positive
4. teachers: positive
campus: negative
schedule: negative
students: positive

Task 2

Skill: Listening for details

Answers	
1. c	**2.** a
3. d	**4.** b

page 49

Pronunciation

CD 2, Track 20

This pronunciation lesson focuses on the rising intonation used for the first words in a series and the falling intonation used for the last word in a series. The objective of this lesson is to familiarize students with common intonation patterns in everyday speech and improve their speaking and listening comprehension skills.

Dictation

CD 2, Track 21

Task 1

Answers

1. don't like other
2. campus
3. teachers
4. students
5. food
6. clubs
7. pool
8. don't really like

Conversation

- Write *Like* and *Dislike* on the board. Ask the students what they like and dislike about their school. Write student responses on the board.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by
@ielts_immigration

Unit 13 Hobbies and Pastimes

page 50

Getting Ready

Vocabulary

collecting
comic books
cooking
gardening
hiking
hobbies
pastimes
playing video games
surfing the Internet

Answers
Answers will vary.

Listening 1

CD 2, Track 22

Vocabulary

classical music
concerts
eat out
except me
Mozart
public library
stamp albums

Skill: Listening for gist

Answers		
A. 5	**B.** 2	**C.** 3
D. 4	**E.** 1	**F.** 6

Optional Activity

Put the students in groups of four or five. Tell each student to think of his or her favorite free time activity but not to tell anyone else what it is. Have the students take turns guessing each other's chosen activity by asking yes/no questions.

page 51

Listening 2

CD 2, Track 23

Vocabulary

children's books
computer screen
free time
garage
oil (paintings)
packed away
sit around
studio
watercolor (paintings)

Task 1

Skill: Listening for details

Answers		
1. b	**2.** c	**3.** b
4. a	**5.** a	**6.** b

Task 2

Skill: Listening for details

Answers		
1. d	**2.** a	**3.** f
4. b	**5.** c	**6.** e

page 52

Listening 3

CD 2, Track 24

Vocabulary

adventure
keep active
nature
outdoors

Task 1

Skill: Listening for likes and dislikes

Answers
1. Steve: gardening, birdwatching
2. Christine: music, cooking
3. Joe: sports, hiking
4. Amy: reading, surfing the Internet

Task 2

Skill: Listening for likes

Answers	
1. a	**2.** c
3. b	**4.** a

Optional Activity

Write the following on the board:

Why are hobbies and pastimes a good idea?

How much time per week should people spend on their hobby?

Are hobbies more important for one age group than for another?

Put the students in small groups to discuss these questions. Have the groups report their conclusions to the class.

page 53

Pronunciation

CD 2, Track 25

The focus of this pronunciation lesson is syllable stress in multi-syllable words. The objective of the lesson is to familiarize students with common stress patterns and improve listening comprehension skills.

Dictation

CD 2, Track 26

Task 1

Answers	
1. painting	**2.** cooking
3. gardening	**4.** baseball
5. surfing	**6.** music
7. skiing	**8.** snowboarding
9. swimming	**10.** hiking

Conversation

- Elicit hobbies and pastimes from the students and write them on the board.
- Elicit questions about hobbies and pastimes, e.g., *When did you start…? Where do you…?* and *Who do you … with?* Write the questions on the board.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by @ielts_immigration

Unit 14 Shopping Problems

page 54

Getting Ready

Vocabulary

changed color
damaged
missing
poorly made
wrong size

Answers
Answers will vary.

Listening 1

CD 2, Track 27

Vocabulary

broken
buttons
camcorder
case
missing
stain
sweatshirt

Skill: Listening for key words

Answers	
1. a	**2.** a
3. a	**4.** b

Optional Activity

Play the recording again and tell the students to listen for the exact problem of each item purchased.

Answers
1. No case
2. Wrong size and wrong item
3. One broken glass
4. Missing buttons and stained

page 55

Listening 2

CD 2, Track 28

Vocabulary

be out of (something)
broken
camera
come off
exchange
guarantee
heel
lock
long-sleeved
receipt
repair
sold out of (something)

Task 1

Skill: Listening for details

Answers		
1. a	**2.** b	**3.** b
4. b	**5.** a	**6.** a

Task 2

Skill: Listening for details

Answers		
1. False	**2.** True	**3.** False
4. False	**5.** True	**6.** True

Optional Activity

Write the following problems on the board: *wrong size*, *lock is missing*, and *buttons have come off*. Explain that these are some of the incorrect answer choices from Task 1. Put the students into pairs and tell them they have five minutes to write down as many items as they can that might have these problems. The pair with the longest list is the winner.

page 56

Listening 3

CD 2, Track 29

Vocabulary

bargain (n.)
bargain (v.)
faded
get fed up with (something)
half the price
impossible

Task 1

Skill: Listening for gist

Answers	
1. b	**2.** a
3. a	**4.** a

Task 2

Skill: Listening for details

Answers	
1. b	**2.** d
3. a	**4.** c

page 57

Pronunciation

CD 2, Track 30

The focus of this pronunciation lesson is the reduction *need to* and *like to* in everyday speech. The objective of this lesson is to make students aware of this common pronunciation, thereby improving their listening comprehension skills.

Dictation

CD 2, Track 31

Task 1

Answers	
1. like to return	**2.** blue one
3. need to	**4.** need to see

Conversation

- Elicit things that students have recently purchased and write them on the board.
- Point to each item on the board and elicit potential problems with it. Write student responses next to each item.
- Elicit common questions a sales person might ask a customer returning something, e.g. *Do you have your receipt? When did you buy it?* etc.
- Model the activity for the students using the sample language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by @ielts_immigration

Unit 15 Hotel Services

page 58

Getting Ready

Vocabulary

concierge
dry cleaned
front desk
housekeeping
laundry
room service

Answers

1. 15 **2.** 9 **3.** 6
4. 10 **5.** 7 **6.** 5

Listening 1

CD 2, Track 32

Vocabulary

bags
blanket
package
pressed
send (something) up
towel

Skill: Listening for key words

Answers

1. a **2.** a **3.** b
4. a **5.** a **6.** b

Optional Activity

Have the students listen again, this time to determine exactly what the hotel guests want or need.

Answers

1. Shirts pressed
2. Make a long distance call to Japan
3. A pot of coffee
4. Help with the bags
5. Know if there is a package for her
6. Extra towels and another blanket

page 59

Listening 2

CD 2, Track 33

Vocabulary

face (the street)
lasagna
mailbox
meat
noisy
non-smoking
occupied
sauce
spaghetti
vegetarian
wake-up call

Task 1

Skill: Listening for details

Answers

1. b **2.** b
3. a **4.** b

Task 2

Skill: Listening for information

Answers

1. True **2.** True
3. False **4.** True

page 60

Listening 3

CD 2, Track 34

Vocabulary

delayed
flight
light (food)
lonely
reservation
share
snowstorm
spring break
staff

Task 1

Skill: Listening for opinions

Answers

1. Good: the room, the rates
Not good: the restaurant, the service
2. Good: the restaurant, the service
Not good: the room, the rates
3. Good: the rates
Not good: the restaurant, the service, the room
4. Good: the service, the room
Not good: the restaurants, the rates

Task 2

Skill: Listening for details

Answers

1. a **2.** d
3. b **4.** c

page 61

Pronunciation

CD 2, Track 35

The focus of this pronunciation lesson is the reduction of the *a* sound in *can* in everyday speech. The objective of this lesson is to make students aware of this common pronunciation, thereby improving their listening comprehension skills.

Dictation

CD 2, Track 36

Task 1

Answers

1. Can I
2. Can I
3. can't turn
4. can't connect
5. can send someone

Conversation

- Write *front desk clerk*, *concierge*, *housekeeping*, and *room service* on the board. Elicit requests that hotel guest could make for each category and write them on the board.
- Choose an example and model the request and the response.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by
@ielts_immigration

Unit 16 Movies

page 62

Getting Ready

Vocabulary

action	fast-moving
audience	horror
century	romance
comedy	scare
danger	science fiction
excitement	western

Answers

1. b	**2.** c	**3.** d
4. f	**5.** a	**6.** e

Listening 1

CD 2, Track 37

Vocabulary

car chase	frightening
chasing	go crazy
clean up the town	horse
come out of the ground	policeman
cowboy	ride a horse (v.)
	special effects

Skill: Listening for key words

Answers

1. b	**2.** b	**3.** a
4. a	**5.** b	**6.** a

page 63

Listening 2

CD 2, Track 38

Vocabulary

action-packed	hilarious

Task 1

Skill: Listening for key words

Answers

1. d	**2.** b	**3.** f
4. a	**5.** e	**6.** c

Task 2

Skill: Listening for times

Answers

1. 2:30, 4:45, 7:30, 10:00
2. 1:30, 4:30, 6:15, 9:00
3. 1:00, 3:15, 6:30, 9:30
4. 12:00, 3:30, 5:30, 8:00
5. 2:00, 5:00, 7:00, 9:15
6. 10:00, 1:45, 4:15, 6:45

page 64

Listening 3

CD 2, Track 39

Vocabulary

animated movie	good-looking
animation	handsome
bank robbery	sound track
battle scene	surprise
disappointing	terrible
dumb	unbelievably
fantastic	

Task 1

Skill: Listening for opinions

Answers

1. liked: the music
didn't like: the story, the acting, the ending
2. liked: the story, the acting
didn't like: the ending, the music
3. liked: all
didn't like: none
4. liked: the story, the acting, the ending
didn't like: the music

Task 2

Skill: Listening for recommendations

Answers

1. no	**2.** yes
3. yes	**4.** yes

Optional Activity

Put the students into pairs and have them talk about a movie they have seen recently. Have them talk about what they liked and did not like about the movie. Have them use the categories from Task 1 as a guide.

page 65

Pronunciation

CD 2, Track 40

The focus of this pronunciation lesson is the way that vowel sounds following *s* and *z* sounds are linked together. The objective of this lesson is to make students aware of this common pronunciation, thereby improving their listening comprehension skills.

Dictation

CD 2, Track 41

Task 1

Answers

1. What's on	**2.** It's about
3. Who's in	**4.** He' a

Conversation

- Elicit different phrases that can be used for invitations and write them on the board.
- Elicit movies that students have recently seen. Ask the students to say what the movie was about. Write key words and phrases from the students' descriptions on the board.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by
@ielts_immigration

Unit 17 Fears

page 66

Getting Ready

Vocabulary

bats
be afraid
cockroaches
freeways
heights
mice
roller coasters
scuba diving
snakes
spiders

Answers
Answers will vary.

Listening 1

CD 3, Track 2

Vocabulary

brake
button
coat
downstairs
frightened
garden
hose
traffic

Skill: Listening for gist

Answers		
A. 4	**B.** 3	**C.** 1
D. 6	**E.** 5	**F.** 2

Optional Activity

Put the students into pairs. Ask them to choose one picture and reconstruct the conversation they heard in their own words. Or, if they prefer, students can write a new conversation to go with the picture. After writing the conversation, each pair should practice it and then perform it for the class.

page 67

Listening 2

CD 3, Track 3

Vocabulary

be terrified of (something)
biology
confidence
creepy
drown
engineer
get on (a plane, a bus, etc.)
lab
nearly
nervous
poisonous
scream
step on (something)
take care of (oneself)

Task 1

Skill: Listening for details

Answers		
1. yes	**2.** no	**3.** yes
4. yes	**5.** no	**6.** yes

Task 2

Skill: Listening for details

Answers		
1. b	**2.** a	**3.** b
4. a	**5.** b	**6.** b

page 68

Listening 3

CD 3, Track 4

Vocabulary

don't mind (something)
get stuck
jellyfish
knock (someone) over
seaweed
shark
waves

Task 1

Skill: Listening for details

Answers	
1. False, True	**2.** True, False
3. False, True	**4.** False, True

Task 2

Skill: Listening for problems

Answers	
1. c	**2.** b
3. c	**4.** c

Optional Activity

Ask the class to call out names of some things or situations that people might be afraid of. Write them on the board. Put the students into small groups and tell them to think of possible disadvantages that these fears may cause. Have the groups report their ideas to the class.

page 69

Pronunciation

CD 3, Track 5

This pronunciation lesson focuses on word stress within sentences and sentence rhythm. The objective of this lesson is to familiarize students with common stress and rhythm patterns in everyday speech and improve listening comprehension.

Dictation

CD 3, Track 6

Task 1

Answers
1. an elevator
2. take the stairs
3. afraid of
4. insects are fascinating

Conversation

- Review the Dictation activity with the students. Write down questions from the Dictation activity on the board.
- Elicit other things that people may be afraid of from the students and write them on the board.
- Choose an example from the board and model the activity for the students, modifying the questions on the board as needed.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by
@ielts_immigration

Unit 18 Phone Messages

page 70

Getting Ready

Vocabulary

average number
cell phone
make a phone call
receive a phone call
text message

Answers

Answers will vary.

Listening 1

CD 3, Track 7

Vocabulary

reservations

Skill: Listening for information

Answers

1. telephone number: 981-2146
   best time to call: 9:00
2. telephone number: 461-5793
   best time to call: 6:00 – 7:00
3. telephone number: 391-6451
   best time to call: 2:00 – 6:00
4. telephone number: 536-8775
   best time to call: Saturday (morning or afternoon)

page 71

Listening 2

CD 3, Track 8

Vocabulary

auto
be in (to have arrived)
be in touch
deliver
dental appointment
give (someone) a call
neighbor
package
pick (something) up
repair

Task 1

Skill: Listening for key words

Answers

1. b
2. b
3. a
4. a
5. a
6. b

Task 2

Skill: Listening for details

Answers

1. Andre should return the call.
2. Andre should return the call.
3. The caller will telephone Andre.
4. Andre should return the call.
5. The caller will telephone Andre.
6. Andre should return the call.

page 72

Listening 3

CD 3, Track 9

Vocabulary

boat trip
cash
credit card
mailroom
shuttle bus
tip (v.)
travel agency

Task 1

Skill: Listening for details

Answers

1. False, True, True, False
2. True, True, False, False
3. False, False, True, False
4. True, True, False, False

Task 2

Skill: Listening for numbers

Answers

1. 878-1990
2. 44
3. 754-9367
4. 468-3114

Optional Activity

Have the students listen to the recording again and write down the day when each person should do something.

Answers

1. Today
2. Tomorrow
3. Thursday
4. Monday

page 73

Pronunciation

CD 3, Track 10

This pronunciation lesson focuses on intonation and pauses in number groups, specifically in phone numbers. The objective of this lesson is to familiarize students with common intonation and rhythm patterns in everyday speech and improve listening comprehension.

Answers

1. Call me at 878-858-1990.
2. I'm at 392-4592.
3. Her number is 451-760-6024.

Dictation

CD 3, Track 11

Task 1

Answers

1. 645-760-3950
2. 760-3950
3. 858-7869

Conversation

- Elicit ways to ask for a phone number, e.g. *What's your phone number? Could I please have your phone number? Would you mind if I asked for your phone number?* from the students and write them on the board.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

IELTS Materials.com

Edited by
@ielts_immigration

Unit 19 Touring a City

page 74

Getting Ready

Vocabulary

bus tour	souvenirs
cultural event	temple
local	tour
museums	zoo

Answers

Answers will vary.

Listening 1

CD 3, Track 12

Vocabulary

built	grow
delicious	peanuts
gifts	works (of art) (n.)

Skill: Listening for locations

Answers

A. 3	**B.** 2	**C.** 6
D. 4	**E.** 1	**F.** 5

page 75

Listening 2

CD 3, Track 13

Vocabulary

art museum	market
gate	picnic
ice skating	religion
iron	rink
mansion	stars (famous)

Task 1

Skill: Listening for details

Answers

1. b, d	**2.** a, d
3. b, e	**4.** a, c, e

Task 2

Skill: Listening for details

Answers

1. False	**2.** True
3. True	**4.** False

page 76

Listening 3

CD 3, Track 14

Vocabulary

be worth doing	places of interest
charge	reasonable
exhausted	stuffy
jokes	van

Task 1

Skill: Listening for opinions

Answers

1. good: the food, the price
   not good: the itinerary, the guide
2. good: the itinerary, the guide, the price
   not good: the food
3. good: the itinerary, the guide
   not good: the food, the price
4. good: the guide, the food, the price
   not good: the itinerary

Task 2

Skill: Listening for recommendations

Answers

1. no	**2.** yes
3. yes	**4.** no

Optional Activity

Have the students listen again. How do the speakers make their recommendations?

Answers

1. I don't think it was worth the time.
2. You should try it.
3. I think it was definitely worth doing this tour.
4. You should try a different tour company.

page 77

Pronunciation

CD 3, Track 15

The focus of this pronunciation lesson is the reduction of the *-est* in superlative adjectives. The objective of this lesson is to make students aware of this common reduction in everyday speech, thereby improving their listening comprehension skills.

Dictation

CD 3, Track 16

Task 1

Answers

1. the oldest
2. biggest city parks
3. tallest mountains
4. highest mountain
5. was fantastic

Conversation

- Elicit places to go or things to do in your city from students and write them on the board.
- Elicit different phrases for making suggestions and recommendations, e.g., *You should…*, *Why don't you...*, *How about…*, etc., from the students and write them on the board.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by
@ielts_immigration

Unit 20 Airports

page 78

Getting Ready

Vocabulary

arrivals
baggage claim
board (v.)
currency exchange
departure
flight
freshen up
gate
restroom
shuttle bus
suitcases
terminal

Answers

1. d **2.** f
3. a **4.** h
5. g **6.** b
7. c **8.** e

Listening 1

CD 3, Track 17

Vocabulary

bags
change a baby
check-in counters
level

Skill: Listening for locations

Answers

1. b **2.** a
3. a **4.** b

Optional Activity

Have the students listen again, this time for the actual directions. Stop the recording after each conversation to elicit directions from the students.

Answers

1. Take the escalator to the next level and turn right.
2. Take the escalator near the currency exchange counter and go down to level 1.
3. Go straight. They are on the left, just across from the check-in counters.
4. Go up those stairs and turn right.

page 79

Listening 2

CD 3, Track 18

Vocabulary

ATM machines
announce
duty-free shop
gifts
monitor

Task 1

Skill: Listening for details

Answers

1. a **2.** c
3. a **4.** b

Task 2

Skill: Listening for details

Answers

1. True, False, True
2. False, True, False
3. True, False, True
4. True, False, False

page 80

Listening 3

CD 3, Track 19

Vocabulary

department stores
distance
efficient
facilities
fairly
game center
parking
pleasant
shopping mall

Task 1

Skill: Listening for opinions

Answers

1. good: the location, the transportation, the check-in
not good: the facilities
2. good: the location, the transportation, the facilities
not good: the check-in
3. good: the location, the facilities, the check-in
not good: the transportation
4. good: the transportation, the facilities, the check-in
not good: the location

Task 2

Skill: Listening for details

Answers

1. b **2.** a
3. d **4.** c

page 81

Pronunciation

CD 3, Track 20

The focus of this pronunciation lesson is the /s/, /s/, and /is/ sounds used at the end of plural nouns. The objective of this lesson is to help students distinguish between these sounds and improve their listening comprehension skills.

Dictation

CD 3, Track 21

Task 1

Answers

1. our suitcases
2. any places
3. restaurants
4. buses and taxis

Conversation

- Elicit different places in the airport, e.g., the check-in counter, the duty-free shop, etc., and write them on the board.
- Draw a simple map of an airport that features these places on the board.
- Model the activity for the students using the map and the language on the board.
- Have students complete the activity in pairs. They may use the sample language on the board for support.

Edited by @ielts_immigration

Unit 21 Hotels

page 82

Getting Ready

Vocabulary

confirmation	identification
deposit	registration

Answers

Answers will vary.

Listening 1

CD 3, Track 22

Vocabulary

check in	form
confirmation number	passport
driver's license	reservation
fill out	sign (v.)

Skill: Listening for details

Answers

1. a, c, e
2. a, c, e
3. a, b, e
4. a, c, d

page 83

Listening 2

CD 3, Track 23

Vocabulary

at this hour	light sleeper
deluxe	ordinary
double (occupancy)	single (occupancy)
iron	standard

Task 1

Skill: Listening for details

Answers

1. single, standard room with a city view
2. double, deluxe room with a garden view
3. single, standard room with a city view
4. double, standard room with a garden view

Task 2

Skill: Listening for sequence

Answers

1. b
2. b
3. a
4. a

page 84

Listening 3

CD 3, Track 24

Vocabulary

as hard as a rock	hardly
coffee maker	inconvenient
complaint	mattress
electric	mini-fridge
electrical outlet	tiny
fan	

Task 1

Skill: Listening for opinions

Answers

1. good: the size, the bathroom, the facilities
not good: the view
2. good: the bathroom
not good: the size, the view, the facilities
3. good: the size, the view
not good: the bathroom, the facilities
4. good: the view, the facilities
not good: the size, the bathroom

Task 2

Skill: Listening for complaints

Answers

1. a
2. b
3. b
4. a

Optional Activity

Tell the students to listen again. What did the manager or hotel staff do to help each guest?

Answers

1. They filled up the fridge right away.
2. They will bring a softer mattress.
3. The manager sent up an electric fan.
4. The manager is sending a plumber up tomorrow.

page 85

Pronunciation

CD 3, Track 25

The focus of this pronunciation lesson is the way rising intonation is used for questions confirming information. The objective of this lesson is to familiarize students with common intonation patterns in everyday speech and improve their listening comprehension skills.

Dictation

CD 3, Track 26

Task 1

Answers

1. Two nights
2. say Smith
3. Did you say

Conversation

- Elicit the kinds of information a guest typically needs to give the front desk clerk when checking in to a hotel. Write student responses on the board.
- Use the student responses to elicit the question the front desk clerk would ask to get each piece of information.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by
@ielts_immigration

Unit 22 Traffic

page 86

Getting Ready

Vocabulary

collision
congestion
freeway
road repair
smoothly
traffic

Answers	
1. c	**2.** d
3. a	**4.** b

Listening 1

CD 3, Track 27

Vocabulary

ambulances
annual
avoid
be allowed to (do something)
bumper to bumper
hundreds
keep away from (a place)
light (traffic) (adj.)
route
unusually

Skill: Listening for key words

Answers		
A. 1	**B.** 5	**C.** 6
D. 3	**E.** 2	**F.** 4

page 87

Listening 2

CD 3, Track 28

Vocabulary

bike
broken down
bus
drive (someone) home
downtown
give (someone) a ride
Traffic is backing up.
traffic jam
traffic light (n.)
traffic report

Task 1

Skill: Listening for key words

Answers		
1. b	**2.** c	**3.** a
4. a	**5.** c	**6.** b

Task 2

Skill: Listening for details

Answers		
1. False	**2.** True	**3.** False
4. True	**5.** True	**6.** False

page 88

Listening 3

CD 3, Track 29

Vocabulary

a bunch of (something)
city center
display
fares
fine (n.)
government
keep (something) out
lanes
one-way
parking lot
parking space
pass (a law)
pollution
public transportation
rates

Task 1

Skill: Listening for solutions

Answers	
1. a	**2.** b
3. a	**4.** c

Task 2

Skill: Listening for problems

Answers	
1. c	**2.** b
3. a	**4.** d

Optional Activity

Put the students into pairs to discuss solutions to traffic problems in their cities. Have the students list the traffic problems in their city on a sheet of paper. Next to each problem, have the students write their solution. Have the students switch partners and compare answers.

page 89

Pronunciation

CD 3, Track 30

This pronunciation lesson focuses on the pronunciation of the contractions of *there is* and *there are*. The objective of this lesson is to familiarize students with the way these contractions are pronounced in everyday speech and improve their listening comprehension skills.

Dictation

CD 3, Track 31

Task 1

Answers
1. there's a
2. There are
3. between two buses
4. There's no problem

Conversation

- Elicit different modes of transportation students use to get around their city or town and write them on the board.
- For each mode of transportation, elicit good points and bad points. Write student responses on the board.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by
@ielts_immigration

Unit 23 Roommates

page 90

Getting Ready

Vocabulary

considerate
good cook
good-tempered
quiet
reliable
sense of humor
snore
sociable
studious
talkative
thoughtful

Answers

Answers will vary.

Listening 1

CD 3, Track 32

Vocabulary

awful
baking
bother
get along
invite (someone) over
keep the place clean
lose (one's) temper
party (v.)
put something away
schoolwork
wait around

Skill: Listening for key words

Answers

1. a, c **2.** b, d **3.** b, d
4. a, b **5.** a, b **6.** a, d

page 91

Listening 2

CD 3, Track 33

Vocabulary

arguments
come by
in case
last semester
mess
noisy

Task 1

Skill: Listening for preferences

Answers

1. The new one **2.** The old one
3. The new one **4.** The old one
5. The new one **6.** The new one

Task 2

Skill: Listening for details

Answers

1. e **2.** c **3.** f
4. a **5.** d **6.** b

page 92

Listening 3

CD 3, Track 34

Vocabulary

be out of (something)
be over
chemistry
completely
do (someone) a favor
do (something) oneself
get back
go back for (something)
my folks (parents)
pick up
snacks

Task 1

Skill: Listening for details

Answers

1. c **2.** b
3. c **4.** a

Task 2

Skill: Listening for details

Answers

1. True **2.** False
3. True **4.** False

Optional Activity

Play the audio again. Have students listen for different ways the speakers make requests.

Answers

1. Could you do me a favor? Could you bring…?
2. Would you be able to pick up…?
3. Could you give it…?
4. Could you get…?

page 93

Pronunciation

CD 3, Track 35

The focus of the pronunciation lesson is the stress added to words of emphasis, e.g., *really*, *extremely*, *terribly*, etc.. The objective of this lesson is to familiarize students with this common stress pattern in everyday speech and improve speech and listening comprehension skills.

Answers

1. They talk **really** loudly.
2. She is **extremely** forgetful!
3. We're **very** quiet.

Dictation

CD 3, Track 36

Task 1

Answers

1. really inconsiderate
2. terribly loud
3. extremely kind
4. really timid

Conversation

- Elicit personality words and phrases. Write them on the board. Next to each word or phrase, write *good* or *bad*.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by @ielts_immigration

Unit 24 Travel

page 94

Getting Ready

Vocabulary

get sick
lose
miss a flight
passport
steal
wallet

Answers

Answers will vary.

Listening 1

CD 3, Track 37

Vocabulary

cost (one) an arm and a leg
hula dance
see sights
shore
slight
snorkeling
spectacular
take photos
traditional
volcano
waterfalls

Skill: Listening for sequence

Answers

A. 5 **B.** 1 **C.** 6
D. 2 **E.** 4 **F.** 3

Optional Activity

Play the conversation again. Have the students take notes as they listen. Put the students into pairs and have them retell the story. Remind them to use the pictures in the book and their notes to help them tell the story.

page 95

Listening 2

CD 3, Track 38

Vocabulary

be out of money
completely
excited
gorgeous
in the rush
upset
worried

Task 1

Skill: Listening for key words

Answers

1. excited **2.** happy **3.** worried
4. sick **5.** upset **6.** pleased

Task 2

Skill: Listening for details

Answers

1. a **2.** c **3.** a
4. c **5.** c **6.** b

page 96

Listening 3

CD 3, Track 39

Vocabulary

backpack
cousin
flu
get a chance to (do something)
join (someone)
keep in touch
remove
turn up

Task 1

Skill: Listening for key words and ideas

Answers

1. True, False, True, False
2. False, True, False, True
3. False, False, True, True
4. False, False, True, True

Task 2

Skill: Listening to details

Answers

1. b **2.** c
3. a **4.** d

page 97

Pronunciation

CD 3, Track 40

This pronunciation lesson will focus on the reduction of the verb *was*. The objective of this lesson is to familiarize students with this common reduction in everyday speech and improve listening comprehension skills.

Dictation

CD 3, Track 41

Task 1

Answers

1. How was
2. How was
3. was the weather
4. about your trip

Conversation

- Set the context for the students by writing *Last year I went to…*on the board. Fill in the sentence with somewhere you went.
- Elicit questions about your vacation and write them on the board. Write your response to each question on the board as well.
- Model the activity for the students using the language on the board.
- Put the students in pairs and have them complete the activity. Students may use the sample language on the board for support.

Edited by @ielts_immigration